

**CHFD 3110: Professional Development and Community Activities**

**SPRING SEMESTER 2008**

Section A:	12:30 PM - 1:45 PM Tu/Thu	Dawson Hall, Room 101
Section B:	2:00 PM - 3:15 PM Tu/Thu	Dawson Hall, Room 101
Instructors:	G. Danny Stevens 706-769-7426 (home) 706-296-8934 (cell) <a href="mailto:dstevens84@yahoo.com">dstevens84@yahoo.com</a>	Charlotte Wallinga 706-542-4899 (office) <a href="mailto:cwallinga@fcs.uga.edu">cwallinga@fcs.uga.edu</a>

**I. Course Description**

This course is designed to provide Child and Family Development students with the tools to begin career development by getting to know more about the professions in CFD, getting to know more about a particular profession, producing a resume, networking with people in the professions of interest, and gaining knowledge about the job search process. In addition to lectures and class discussions led by the instructors, several guest speakers will come to speak about their areas of expertise.

Pre-requisite: permission of the CFD Department.

**II. Required Texts**

Griffith, J. (1998). *How to say it at work*. Paramus, NJ: Prentice Hall Press.

This is a complete source for more effective workplace communication. Written by the author of *How to Say It Best*, this text will help you avoid common verbal and non-verbal mistakes that can interfere with your career development.

Sproles, E. & Sproles, G. (1996). *Careers serving families and consumers*. Englewood Cliffs, NJ: Merrill/Prentice Hall.

**III. Supplemental References**

Bailey, E.P. (2005). *Writing and speaking at work: A practical guide for business communication*. Upper Saddle River, NJ: Pearson Prentice Hall.

Bick, J. (1997). *All I really need to know in business I learned at microsoft: Insider strategies to help you succeed*. New York, NY: Simon & Schuster, Inc., Pocket Books.

DeLuca, M.J. (1997). *Best answers to the 201 most frequently asked interview questions*. New York, NY: McGraw-Hill.

Kador, J. (2002). *201 best questions to ask on your interview*. New York, NY: McGraw-Hill.

Kimeldorf, M. (1997). *Portfolio power: The new way to showcase all your job skills and experiences*. Princeton, NJ: Peterson's Education Center.

Smith, Bucklin & Associates (1994). *The complete guide to nonprofit management*. John Wiley & Sons: New York, NY.

- Suggested for seniors: The best-selling job hunting book in the world is Richard Bolles' 1998 *What Color is Your Parachute?* This is a practical manual for job hunters and career changers and is updated annually. It features job hunting on the Internet.

#### **IV. Course Objectives**

1. To provide an introduction to the variety of helping and human services positions in the family and consumer sciences professions.
2. To develop application skills (learn by doing) through portfolio development, individual journal of class lectures/discussion and readings, and small group activities related to professional development.
3. To identify strategies for success in the workplace through contacts with potential employers and other professionals.
4. To provide experiences in developing resumes and conducting job searches.
5. To provide opportunities to develop skills in both oral and written presentations.
6. To provide experiences to develop team member abilities and cooperative small and large group skills
7. To provide an overview and practice of effective communication skills with children, families and colleagues with emphasis on reflective listening and conflict resolution.
8. To identify and discuss professional trends related to ethics and legal issues such as confidentiality, using small and large group problem-solving activities and environmental scanning of media topics related to children and families.
9. To identify the importance of volunteer, internship and service learning opportunities that will enhance success in the job market.

**Activities involved in your success in learning include seminar/class participation, self-study and research, and documentation of your competencies/experiences related to course content.**

#### **V. Course Requirements**

- Preparation for a professional career will be a major focus of this course. As such, professionalism and responsibility will be expected of each student. Expectations include:

Timeliness: Class will begin and end on time. Students are expected to arrive to class on time. Assignments must be completed and submitted on time according to the course schedule to receive full credit. Five points will be deducted for every day including weekends until the assignment is received.

All assignments must be professionally prepared (i.e., word processing), be free of spelling errors, and grammatical mistakes. Spell-check and grammar-check are readily available and easy to use. All assignments should be double-spaced.

Students should avoid rude, disruptive and otherwise unprofessional behavior including: side discussions during class lectures and presentations; non-participation in small group activities; leaving early; leaving and coming back into the classroom during class; sleeping; reading newspapers; using computers for some other task than taking notes; and doing other work during class sessions. Cell phones, pagers and iPods should not be in an “Active “ mode. Students using laptops must sit in the first row of the classroom. (Observance of these expectations will be assessed and evaluated as part of the Attendance/Participation requirement.)

- Class attendance and participation are essential and will be evaluated. It will be the responsibility of each student to sign the class roster (attendance credit will not be given without signing the roster). It will be the students’ responsibility to provide a written statement regarding their absence the class period after the absence. Through effective class attendance and participation, students will find opportunities to contribute to class discussion, to develop teamwork with other students, and earn participation points. In addition, assignments may be made in class.
- Reading assignments should be completed in advance of class in preparation for class discussion. Due to availability of guest speakers, instructors may have to alter individual class sessions. Regardless of class topic, the reading assignment for each class session will be due as noted on the course schedule.
- All emails must include “CHFD 3110” in the subject line and the students’ full name in the body of the email message.
- It is the students’ responsibility to review the Course Assignment Overview for more detailed information on assignments. (Points may be subject to change.)

Career Planning Exercise	100 points
Informational Interview Paper	100 points
Informational Interview Presentation	100 points
Community Issues Exercise	100 points
Personal Learning Assessment (3 X 30 points)	90 points
Portfolio and Final Exam	310 points
Attendance/Participation (see syllabus)	

---

Total 800 points

## VI. Course Evaluation

752 - 800 points	A	592 – 615 points	C
720 – 751 points	A-	560 – 591 points	C-
696 – 719 points	B+	536 – 559 points	D+
672 – 695 points	B	512 – 535 points	D
640 – 671 points	B-	480 – 511 points	D-
616 – 639 points	C+	510 and below	F

## VII. Academic Honesty

*All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.*

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at <http://www.uga.edu/~ovpi/honesty/ah.pdf>

“**Academic Honesty** means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.”

“**Academic Dishonesty** means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty.”

“**Academic Work**” means any act performed in connection with work required to be submitted, being prepared to be submitted, or actually submitted for academic advancement in connection with courses and programs offered by the University. Academic work includes, but is not limited to, dissertations, theses, examinations, exercises, quizzes, term papers, reports, performances, presentations, artwork, laboratory work, and scientific experiments. Academic work can take any form including, but not limited to, written, oral, magnetic or electronic form. Academic work includes, but is not limited to, work in connection with regular University courses (whether conducted at the Athens campus or other UGA location), independent study courses at any location, courses offered through the University’s Continuing Education and Distance Learning Program at any location, or study abroad courses offered by the University.

The above definitions were obtained from “*A Culture of Honesty, Policy On Academic Honesty, The University of Georgia*” at the above website on June 25, 2007.

## VIII. FERPA

Protection of Private Information: If you have requested a restriction of your personal information, please contact the instructor as soon as possible. An alternative method of taking role and distributing tests and assignments will be determined by the professor and student. For the UGA FERPA Policy Statement see [www.reg.uga.edu/or.nsf/html/ferpa](http://www.reg.uga.edu/or.nsf/html/ferpa)

## IX. LATE ENROLLMENT

Late additions to enrollment in this course will not be permitted unless exceptional circumstances can be shown. Approval by the Instructor and Department head are required.

**COURSE ASSIGNMENT OVERVIEW**  
**CHFD 3110**  
**Professional Development and Community Activities**

**I. Personal Learning Assessment (PLA)**

Personal evaluation is a critical aspect of professional growth and a major focus of this professional development course. Planning and implementing a successful career path requires self-knowledge and ongoing self-evaluation. To assist in beginning your career evaluation, you will develop your own personal learning assessment. Successful completion of this assignment will require honesty, self-awareness, and an ability to evaluate and incorporate information from the readings and class sessions to your personal career journey.

At three points during the semester, you will provide a one-page summary of lessons learned from your readings and from the class sessions. When completing this assignment, you should consider the following:

- what you are learning about yourself
- your personal strengths and needs
- your professional development needs
- your own career plans/goals
- how you see yourself in the role of helping or service professional.

Each assessment should include your responses, *in bullet form*, to three questions:

- 1) What have you learned about yourself and your career development from the class sessions?
- 2) What have you learned about yourself and your career development from the readings?
- 3) What is the most important or most significant thing I have learned about myself and my career development during the assigned period?

The first installment will cover weeks 2, 3, and 4 and will be due February 5, 2008.

The second installment will cover weeks 5, 6 and 9 and will be due March 7, 2008.

The third installment will cover weeks 11, 12, and 13 and will be due April 8, 2008.

Stylistic and presentation of the Professional Learning Assessment

- The Professional Learning Assessment (PLA) should be greater than  $\frac{3}{4}$  page, but **no more than one (1) page.**
- ORGANIZE your PLA by labeling them with your name, section, date, weeks covered (see next page for example)
- There should be a **minimum of 10 bullets** for section I and II and only one for section III.
- The PLA must be typed (hand-written PLAs will not be accepted).
- Grammatical errors must be kept to a minimum.
- The PLAs will be assigned a maximum of 30 points each with a total of 90 points.
- Remember: this is a personal assessment of what you have learned from the class sessions and the assigned readings, **not** simply a summary of the information presented.

**NOTE: Ten (10) points will be deducted for each day the assignment is submitted after the due date.**

**TOTAL: 90 points**

(EXAMPLE)

Personal Learning Assessment

Jane Doe  
CHFD 3110

February 5, 2008  
12:30 Stevens

I. What I have learned about myself and my career development from the class sessions (January 15 – 31, 2008):

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

II. What I have learned about myself and my career development from the readings (assigned January 15 – 31, 2008):

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

III. The **one** most important or most significant thing I have learned about myself and my career development (January 15-31, 2008):



## II. Career Planning Exercise

Career planning is a critical part of your job search. Included in your career planning should be a careful and comprehensive examination of the job market in your field as well as a complete self-assessment. As noted in *Careers Serving Families and Consumers*, it is critical that you “make the self-analysis necessary for intelligent career planning and decision-making.” This assignment will be completed in three parts.

### A. Self Assessment (15 points)

Complete the self-assessment exercises in the text *Careers Serving Families and Consumers*. Specifically, please complete the following exercises:

- 3-3 (p. 60) Five sources: Reference completely using APA format. References must be sensible and applicable to your career interests. Do not just list journals (e.g., Child Development) unless you are listing a specific article and have all the necessary information to locate it. Additionally, if you are using information from a website, provide the complete address. **(5 points)**
- 3-4 (p. 62-63) Note: Must have four characteristics under each heading **(5 points)**
- 3-5 (p. 64-65) You do not have to retype entire list but must just list the work situations that are of interest to you. **(5 points)**

### B. Career Assessment (35 points)

Develop a career assessment.

- Complete a **list** of potential positions or careers for yourself that you identified through your readings, class lectures or presentations, and contacts outside class that are of interest to you for future research as potential job search prospects. **(5 points)**
- Also, complete a Career Profile on page 66 of *Careers Serving Families and Consumers* for **at least** two potential positions. These profiles must be detailed and include all six categories. Cite where you are obtaining this information. Each profile must include salary information. Profiles are worth 15 points each. **(15 points + 15 points: total 30 points)**

### C. Paper (50 points)

Write a 2 - 4 page paper on your career plans/goals. If you are unsure of your career goals, please note this in your paper. The use of bullets in your paper is fine along with other questions related to your specific job you might want to add.

Your paper must include at minimum the responses to the following:

- a. What career would you like to pursue after college? What factors led to this career choice? **(5 points)**
- b. Where would you like to live and work? Are you willing to relocate for your job? **(5 points)**
- c. Will this job meet your income/salary requirements? Why or why not? What are your salary requirements and/or what is your bottom line? **(5 points)**
- d. Will this job/career allow you to have the outside interest and activities that interest you? How? **(5 points)**
- g. What are the three most important characteristics you need or want in a job/career? **(5 points)**
- h. What is your plan(s) to meet your career goal? (Make this section detailed) **(15 points)**
- i. What are the advantages and disadvantages of the job/career you have chosen or are considering? **(5 points)**
- j. Is graduate school a possibility for you in the future? If so, when? If not, why not? **(5 points)**

## CAREER PLANNING EXERCISE DUE DATE – January 24, 2008

**NOTE: Ten (10) points will be deducted for each day the assignment is submitted after the due date.**

**TOTAL: 100 Points**

### III. Informational Interview Requirement

Informational interviews provide you with an opportunity to meet professionals currently in a CFD career that you have interest in. There are two parts to this requirement.

#### A. Informational Interview Paper (100 points)

Conduct an in-person interview with at least one professional in your chosen career or area/career of interest. **This should not be a friend or relative or someone who may work for a friend or relative.** Plan and schedule the interview well in advance of the due date for the paper. The people you will be contacting are busy people with full lives and in order to be respectful of them you will need to not wait until the last minute and expect them to fit you into their schedule. We recommend asking them for an hour of their time. The interview must be completed during this semester. **Phone or e-mail interviews are not acceptable.** It is a different and more valuable experience meeting with someone in-person. In addition, meeting the professional in his or her work surroundings will provide you with additional information about your potential career area.

1. Prepare a 2-4 page paper (excluding the appendix) which is typed and double-spaced, summarizing the interview.
2. The paper should include at minimum the following:
  - The name, title, company/organization of the person interviewed, date, phone number, and complete address.
  - Requirements (educational, experience, etc.) for the position and the mission of the organization
  - A thorough description of all duties and your reaction to the responsibilities of the position
  - Length of time the person has worked for the organization
  - Advancement opportunities and salary range of the position
  - Positives and negatives of the position
  - Advice the interviewee would offer someone entering this field
  - Information learned from the interview, including your personal reflections
  - Your reflections on how what you learned impacts your job search and decisions about a possible career in this field
  - A summary of how the interviewee maintains a balance between career and family
  - Your personal reflections and reactions to this assignment
  - How the interviewee balances career and family
  - Describe an ethical situation encountered by the interviewee
  - In the appendix, at the end of your paper, include a list of interview questions, any brochures, literature, or publicity about the organizations' services and products.

### INFORMATIONAL INTERVIEW PAPER DUE DATE February 14, 2008

**NOTE: Ten (10) points will be deducted for each day the assignment is submitted after the due date.**

**B. Informational Interview Presentation (100 points)**

Instructors recommend that you participate with approximately three (3) colleagues (at least two, no more than four) in developing a fast-paced, informative presentation on your interview of a child and family development professional about his/her career. Your goal is to present information to your classmates in an informative and educationally appropriate style which they can then use for their own personal and/or professional development. Teams are expected to be creative in their presentations in order to create interest for their audience, utilizing tools such as Power Point, handouts, overheads, etc. An informational handout is required to distribute to class members. Please include any state and/or national professional organizations applicable to your career choice on your handout. The presentation will be a team effort and therefore, the career positions of the persons interviewed should be similar enough to present in this team format (i.e., school personnel: teacher, counselor, principal).

**Teams will not be assigned. It is critical that each student identify early in the semester the professional they plan to interview so that teams can be formed. Professional dress is required for the team presentation. Each presentation will be timed with each team provided NO MORE than TEN minutes for groups of two and FIFTEEN minutes for groups of three or more. Instructors and classmates will individually evaluate each presentation.**

**CLASS PRESENTATIONS**

**February 21, February 26, and February 28**

**TOTAL: 200 points**

**IV. Community Issues Exercise**

Knowledge of issues and trends in the community is critical in successful career and professional development for CHFD majors. Drawing on the dual values of experiential and shared learning, this assignment consists of two parts:

**A. Community Issues Paper (75 points)**

Along with your group members from the Information Interview assignment, you will identify an issue of interest affecting children and families in the Athens/Clarke County community (e.g., poverty, child abuse, sexual assault, homelessness, etc). After identifying your issue of interest, the group will complete an in-person site visit to an organization in the community charged with addressing this issue (e.g., Clarke County Department of Family and Children Services, Athens Area Child Abuse Prevention Council, Sexual Assault Center, Athens Area Homeless Shelter, etc). During the visit, you will talk with a representative about the purpose and mission of the organization. Out of respect for the staff at the organization, plan and schedule the site visit well in advance of the due date for the paper. **Phone or e-mail interviews are not acceptable.**

Prepare a 1-2 page paper (excluding the appendix) which is typed and double-spaced, summarizing the site visit.

The paper should include at minimum the following:

- The name, title, company/organization of the person interviewed, date, phone number, and complete address.
- The primary issue of interest of the organization (e.g., child abuse, poverty, etc)
- The mission and vision statement of the organization
- Whether private or public organization
- Primary funding source(s)
- Organizational structure
- Number of staff (paid and volunteers, if applicable)
- Whether the organization utilizes volunteers (if so, list the available responsibilities)
- How long the organization has been in existence
- Organizational successes, challenges, and barriers
- In the appendix, at the end of your paper, include any brochures, literature, or publicity about the organizations' services and products (if possible, please obtain enough brochures and/or literature for your classmates)

### **COMMUNITY ISSUE PAPER DUE DATE March 25, 2008**

**NOTE: Ten (10) points will be deducted for each day the assignment is submitted after the due date.**

#### **B. Community Issue Class Presentation (25 points)**

In an informal, roundtable format, you will join with your group members to present a 5 – 7 minute overview of your organization and your thoughts, impressions of the site visit. The goal of the presentation is to provide class members with information about the community issue and your chosen organization. Each group member will be expected to participate in the presentation. Each group will provide copies of the Community Issue paper to distribute to class members.

**CLASS PRESENTATIONS                      March 25, 2008**

**TOTAL: 100 points**

#### **V. Attendance and Participation**

**Because of the nature of this course, attendance is required and critical.** Material and information will be distributed during each class session that is necessary for satisfactory course completion. Class roll will be taken daily. **Each student will be allowed one (1) absence. Provide written documentation for all absences.** Any absence beyond the first absence that you believe should be excused will require written documentation from a professional (e.g. physician or faculty member) with an explanation given regarding the reason for the absence, the date, and attached documentation. It is your responsibility to provide this information by the next class period and place it in your folder. **Twenty-five (25) points will be deducted for each absence that is not excused.**

In addition to attendance, each student is expected to participate fully in class activities. These activities include, but are not limited to, small-group exercises, class discussions, and class presentations (such as relevant web sites, news reports, or current events related to job market and/or CFD trends). Volunteers will be solicited on a regular basis.

Students are expected to contribute to the class in a professional manner. Coming to class late and leaving early are considered unprofessional behaviors and will affect attendance and participation points. Professionalism is an attitude and includes behaviors that can be demonstrated in class in interactions with

instructors, colleagues, and guests (i.e., attention, eye contact, interest, establishing rapport, etc.). Unprofessional behavior (talking while someone else is presenting, reading other materials, doing other work, etc.) is a sign of disrespect and will not be tolerated.

## **VI. Portfolio Requirement**

What is a portfolio? Portfolios were developed by educators in the 1980's and used in instruction and student evaluations. In creating a portfolio, students collect physical examples of projects, activities, and samples, and document other skills and competencies required by the course or their profession. You are developing your own personal archive of your accomplishments and skills. It is hoped that developing your portfolio will help you look more closely at the quality of your efforts and take your work seriously as you enter the CFD professional preparation phase.

Your instructors have developed minimum portfolio requirements for the purpose of evaluating your accomplishments in CHFD 3110. These and other suggestions are attached to get you started. Your learning portfolio can be continued during the remainder of your degree program and then modified as a professional portfolio when you begin your career or work in Child and Family Development. A professional portfolio can be used in your job search and later as documentation for performance evaluations and promotions as well as consideration for awards in your field. You can develop additional items to place in your portfolio based on items from the readings, resource visitors, and your own creativity.

It is suggested that you begin working immediately on developing career skills and collecting documentation or examples (i.e., proof) of what you have accomplished. Waiting until the end of the semester to begin this assignment can lead to frustration and limited learning. Your examples should also include your reaction to and reflections on the learning experience or activity. Remember that this assignment is not just about getting the sections completed but more about the effort put into each task.

There may be situations where you decide that one of the portfolio entries (see detailed summary of portfolio requirements in the next section) is not applicable to your personal situation. As the portfolio is intended to be a personal learning experience and a tool for future career exploration, it is acceptable (and even suggested) to consider a substitution for the entry in question. In this case, it is required that you receive counsel and prior approval from your instructor before making the substitution.

**The shell of the portfolio should be a 3-ring binder notebook with dividers and a section for each item. The student's name should be placed on the binder edge. Plastic covers should be used for attachments. Descriptions/reflections should be detailed and should be typed or word processed.**

**PORTFOLIO DUE DATE      April 10, 2008**

**NOTE: Twenty (20) points will be deducted for each class day the assignment is submitted after the due date. The portfolio will not be accepted after the last day of class.**

**TOTAL: 300 points**

## THE PORTFOLIO SHOULD BE ORGANIZED IN SECTIONS, AS FOLLOWS:

1. Develop a resume, a cover letter, and a thank you letter using a format suggested in one of your texts or the UGA Career Center (this is an excellent resource if you are unsure about how to complete a resume). Even though you may not be at the point of graduation, the resume, cover letter, and thank you letter should reflect the experiences you have had so far. They should not project into the future, i.e., to include master degrees or job experiences that you have not had. The cover letter and thank you letter can be addressed to a fictional person at a fictional company or organization in your chosen field. (55 points)
  - A. Draft of resume (10)
  - B. Graded Resume (15)
  - C. Corrected Resume (10)
  - D. Graded Cover Letter (5)
  - E. Corrected Cover Letter (5)
  - F. Graded Thank You Letter (5)
  - G. Corrected Thank You Letter (5)

### 2. Simulated Interview

- A. Visit The University of Georgia Career Center website (<http://www.career.uga.edu>) and complete an online simulated interview via InterviewStream. Information regarding the process of completing this interview will be provided in class.

After completing the online interview, you will share your video practice interview with a fellow 3110 student. Each student will provide his/her partner with an evaluation of the interview, including at least three areas of strength and three areas needing improvement. In addition to the peer evaluation, you will provide a short (no more than one page) self-evaluation of your simulated interview experience. Both the peer evaluation (name included) and the self-evaluation should be included in the portfolio. Be sure that the name of the peer evaluator is included. (30 points)

- B. **Seniors only:** You may choose to participate in a simulated interview with a career advisor at The University of Georgia Career Center rather than utilizing InterviewStream (2A). If this option is chosen, it is advised that you schedule and complete the interview as early in the semester as possible. Waiting until the last minute may compromise your ability to complete this assignment. Include at least three areas of strength and three areas needing improvement as identified by your career advisor. In addition, provide a short (no more than one page) self-evaluation of the interview experience. Include in your paper your identified strengths and areas needing improvement. (30 points)

3. Many career advisors suggest volunteering is an excellent way to develop a resume and learn job skills. For this portfolio section, you will complete a minimum of 15 hours of volunteer work at an organization of your choice. It is strongly suggested that you select an organization that can provide you with experience closely related to your specific career choice. (60 points)

Provide a one-page summary of this volunteer experience, including at minimum the following:

- Contact information of the organization (name, address, web site, phone, name and title of the volunteer supervisor)
- Log documenting dates/hours of your volunteer work
- A summary of the tasks performed
- A summary of your learning experiences
- A summary of how you believe this experience will assist you in your job search

4. Attend a career fair, a career center seminar or an educational seminar on such topics as diversity, conflict resolution, anxiety, etc. These may be seminars on campus or the community. Good sources will be information from the UGA Career Center, bulletin boards in Dawson Hall, the Tate Center, the Student Learning Center, the *Flagpole*, the *Red & Black*, and the *Athens Banner Herald*. Past students have also used seminars that may occur at their part-time jobs or seminars given by organizations with whom they are volunteering. Check with the instructors if you have any questions about a seminar topic meeting this requirement. The purpose of this requirement is to expand your knowledge and broaden your horizons in new and helpful areas. Include in your portfolio a summary (at least one page) of your reflection on the seminar. Provide date, time, place, name of speaker, and handouts (if provided). (15 points)
5. One of the concerns listed by employers when discussing recent graduates is their lack of experience. How would you respond to this concern? Please write at least a one-page paper about the personal and professional experiences you have had that will assist you in your job search. **Please respond as if you are being interviewed and were asked about your experiences.** Relevant experiences may include volunteer work, paid/unpaid internships, etc. (15 points)
6. Collect membership information from at least one national organization **related to your career choice(s)**, such as the National Association for the Education of Young Children (NAEYC), National Council on Family Relations (NCFR), National Black Child Development Institute, Association for Childhood Education International, American Gerontology Association, American Association of Marriage and Family Therapists (AAMFT), etc. Contact information is available on the Internet. However, it is important not to cut and paste the information but to provide a summarized description as specified below. (15 points)

Include a description of the association and include, at minimum, the following information:

- Complete web address
  - purposes of the association
  - local student chapter activities (if applicable)
  - requirements for membership
  - benefits of membership
  - your reaction to the association you choose, including what you believe to be the benefits of joining the association
7. Include a copy of a Code of Ethics related to your specific career choice (see #6) AND at least a one-page paper to describe your reaction to the Code of Ethics chosen. (15 points)
  8. Many students report difficulty making the transition from student to employee. Please interview a recent (within one year) college graduate, currently employed in a professional position, and provide a one-page narrative summary of his/her experience with this transition. Include in your one-page narrative the areas that you believe will be the most difficult part of this transition for you. Suggested questions for your interviewee include: (15 points)
    - *What were the primary factors (e.g., salary, location, benefits, etc) in selecting this position?*
    - *What are the fringe benefits associated with this position?*
    - *What was the most difficult and the easiest part of this transition?*
    - *How long did it take for you to feel comfortable as an employee in your organization?*
    - *What assisted you most in this transition?*
    - *What advice would you give me that would make my transition easier?*

*Include the date of the interview, the name of person interviewed, the person's major or degree, employer, address, and description of job.*

9. There are basic interview questions that job applicants need to be prepared for. **In a two-page (maximum) paper, please respond to the following popular interview questions as you would in an actual job interview.** Be specific in your responses. (25 points)
- Please describe your strengths and weaknesses.
  - How would others describe you?
  - What prior work experience have you had? What were your most significant accomplishments?
  - How well do you work with others?
  - If you have children, do you plan to work afterwards? How will you balance work and family?
  - Do you have a minimum salary requirement?
  - Why should this organization hire you?
10. Effective planning is an integral part of career and personal development. Please provide a one-page discussion of your one- and five-year plans. In two separate sections, please include (15 points):
- a) discussion of your professional/career goals, **specific steps** you have identified necessary to reach these goals, where you see yourself professionally in one year and where you see yourself in five years.
- b) discussion of your personal goals, **specific steps** you have identified necessary to reach these goals, where you see yourself personally in one year and where you see yourself personally in five years.
11. Salary is an important aspect of job selection. It is not, however, the only factor in career planning and decision making. Cost of living (rent/mortgage, taxes, utilities, food, incidentals, entertainment, travel costs to the job, etc.) and other job benefits (i.e., insurance, retirement plans, etc.) are also critical considerations. For the utilities, be sure to address what utilities are being paid and how much is allowed for each. Please formulate a projected budget (assets versus expenditures) for the first year after starting your new post-graduation job. Include your average starting salary based on research into your career field (be sure to differentiate between gross and net salary) and the cost of living in your desired city/town. Provide a one-page discussion of your reaction to this exercise (10 pts.) along with a one-page budget (10 pts). [20 points total]
12. Overall content, organization, professional appearance, creativity and neatness of portfolio will be assessed. (5 points)

#### **DEADLINE FOR SUBMISSION OF PORTFOLIO**

**April 10, 2008**

**The maximum point total for each section is listed above. Point may be deducted for less than complete responses. Strict adherence to the due date will be followed. Twenty (20) points will be deducted for each day the assignment is submitted after the due date. The Portfolio will not be accepted after the last day of class. This course syllabus provides a general plan for the course; deviations in topics or points announced to the class by the instructor may be necessary.**

---

**Remember that this portfolio is a beginning. The portfolio requirement documents your own personal learning during college and the development of professional competencies, as well as serves as a resource collection you will need in your work with individuals, children and families. The portfolio should be a beginning which you can add as you grow professionally; so be sure to construct your portfolio according to your particular needs, interests, and application.**